

Education Cabinet

Kentucky Board of Education

Department of Education

(Amendment)

703 KAR 5:010. Writing portfolio procedures.

RELATES TO: KRS 158.6453

STATUTORY AUTHORITY: KRS 156.070, 158.6453

NECESSITY, FUNCTION, AND CONFORMITY: KRS 158.6453 requires the

Kentucky Board of Education to promulgate an administrative regulation which reduces

the teacher and student time involved in preparing a writing portfolio. This administrative

regulation establishes procedures to accomplish that goal and establishes standards to

ensure that writing portfolios are a valuable component of teaching and learning.

Section 1. Appropriate Use of Time. (1) A school and district shall implement practices

that reduce teacher and student time in preparing a writing portfolio by implementing a

vertically aligned writing curriculum based on the Program of Studies, 704 KAR 3:303,

using writing instruction (including writing to learn) across the curriculum, and

instructing students to make decisions regarding the use of the writing process.

(2) A school shall allow for an appropriate amount of time for writing development

throughout all grade levels and content areas, and shall limit the amount of time spent on

a single portfolio entry and the number of revisions of a single writing portfolio entry.

1 (3) Development of writing assignments shall not limit instruction of skills and concepts
2 in content areas, but shall be designed to support and enhance a student's content
3 knowledge.

4 (4) Beginning in the 2006-2007 school year, a school or district shall not schedule a class
5 for the sole intent of producing an accountability portfolio. Writing instruction shall
6 serve as a component of literacy instruction and shall not be isolated for the purposes of
7 state assessment and accountability.

8 (5) A school shall implement practices that use time efficiently and comply with this
9 administrative regulation.

10 Section 2. School and District Writing Programs. (1) A school shall provide writing
11 instruction and authentic writing opportunities at all grade levels and shall develop a
12 procedure to collect working folders that include writing pieces at non-accountability
13 levels for possible inclusion in the accountability portfolio. This writing shall align to all
14 portfolio categories and the content areas being studied. A school shall not wait until the
15 accountability year to instruct the types of writing appropriate for inclusion in the writing
16 portfolio.

17 (2) A writing piece in the working folder may be revised or edited by the student for
18 inclusion in the accountability portfolio or it may be used as a finished product and
19 included in the accountability portfolio.

20 (3) A writing piece in a working folder shall comply with the Program of Studies, 704
21 KAR 3:303.

22 (4) A district shall assist schools in managing working folders by enabling transition from
23 one school level to the next (elementary school to middle school to high school). When a

1 student transfers to another school or district, the working folder shall be sent to the
2 receiving school along with the student's transcript.

3 (5) A school shall identify a writing cluster leader for each writing portfolio assessment
4 level at the school (grades 4, 7, and 12). The writing cluster leader shall be a lead teacher
5 with experience in writing instruction and leadership skills but is not required to be a
6 teacher from the assessment grade levels. The cluster leader shall not be an intern
7 teacher.

8 (6) A school and district shall provide opportunity for teachers across the curriculum and
9 across grade levels to engage in professional development focused on writing instruction
10 across the content areas and the types of writing assessed in the portfolio. Professional
11 development shall support a teacher's ability to link content to writing opportunities and
12 shall assist teachers with facilitating the writing process of all students.

13 (7) A school council shall review the instructional needs of all programs when making
14 decisions regarding use of resources. Adequate resources (for example, staff, extended
15 school services, technology) shall be used to support the instructional needs of the school
16 as determined by data collection and needs analysis.

17 Section 3. Writing Instruction. (1) A teacher-assigned writing task shall relate to
18 standards-based units of study so that writing is relevant to and promotes learning in the
19 content area. A teacher shall not assign writing that does not promote, support, or
20 demonstrate learning in the content area being studied.

21 (2) A writing task shall link assignments and instructional practices to authentic situations
22 with genuine opportunities for student choice in writing and for publication to real
23 audiences in order to enable a student to develop as an independent writer and thinker.

1 (3) A teacher shall choose content-area readings that represent the kind of writings the
2 students are asked to include in the portfolio, allowing the integration of content and the
3 discussion of writing form (for example, editorial, article, academic paper) to occur at the
4 same time.

5 (4) A teacher shall allow time for instruction and use of the writing process (focusing,
6 prewriting, drafting, revising, editing, publishing, reflecting) in the classroom as part of
7 instruction and may allow some student work outside of class; however, portfolio pieces
8 shall not be entirely completed at home or with no evidence of the writing process.

9 (5) A writing conference and a revision shall be directly linked to the skills being taught
10 during the instruction of the writing assignment. A writing conference shall be used as an
11 instructional tool to support a student's learning of particular skills associated with a
12 writing assignment. A teacher may use individual, small group, or whole group
13 conferencing sessions to address common patterns of errors (for example, literacy
14 techniques, organizational problems, and confusion about conventions). A teacher and
15 other conferencing partner shall limit a conference's focus to one (1) or two (2) areas of
16 need, addressing patterns of errors or problems that occur frequently in an individual
17 student's writing.

18 (6) A conferencing partner shall understand and be familiar with the writing
19 needs of the student and shall address the instructional needs of the student writer
20 during conferences but shall not take ownership of the student's writing process
21 by requiring an arbitrary number of revisions. A teacher and other conferencing
22 partners shall respect the individual student's preferences when encouraging
23 revisions so that the student retains ownership of the work.

1 (7) A teacher or other conferencing partner may indicate the type and position of
2 errors (for example, circle errors, highlight mistakes, put checks in margins of
3 lines where errors occur) on student writing; however, a teacher and other
4 conferencing partner shall not correct errors on papers that might be included in
5 the accountability portfolio.

6 (8) A teacher shall allow students to use word processing during the development of
7 writing pieces (for example, during revision or editing) or allow students to submit pieces
8 in their own handwriting. If a student uses a word processing program to produce the
9 student's writing, all formatting shall be completed by the student unless otherwise
10 allowed by the student's Individual Education Program, 504 Plan, or Program Services
11 Plan. If a student is not given access to technology during the writing process, the school
12 shall not require that the entries in the accountability portfolio be word processed.

13 (9) A technology or media center shall not be restricted to use for the development of the
14 writing portfolio.

15 Section 4. Portfolio Design and Scoring. (1) Beginning with the 2007 Commonwealth
16 Accountability Testing System (CATS) assessment, a four (4) piece portfolio shall be
17 produced in 12th grade, a three (3) piece portfolio shall be produced in 7th grade, and a
18 three (3) piece portfolio shall be produced in 4th grade.

19 (2) A school and district shall implement procedures for scoring of student portfolios that
20 include an adequate number of teacher scorers on the school scoring team to limit the
21 number of portfolios scored by any one (1) teacher to thirty (30), unless a teacher agrees
22 to score a larger number of portfolios.

1 (3) The classroom teacher primarily responsible for overseeing the completion of a
2 student's writing portfolio shall not serve as a scorer of record for that student's
3 accountability portfolio.

4 ~~[(1) To ensure that a reasonable amount of time is devoted to writing portfolios, a five (5)~~
5 ~~piece portfolio shall be produced in 12th grade, a five (5) piece portfolio shall be~~
6 ~~produced in 7th grade, and a four (4) piece portfolio shall be produced in 4th grade.~~

7 ~~(2) To ensure that a reasonable amount of time is devoted to the production of writing~~
8 ~~portfolio pieces, schools and districts shall develop a procedure to collect writing pieces~~
9 ~~at nonaccountability levels that are appropriate types of writing for portfolio categories.~~

10 ~~These pieces may serve as rough drafts that can be revised and edited for inclusion in the~~
11 ~~accountability portfolio or they may be used as finished products and included in the~~
12 ~~accountability portfolio.~~

13 ~~(3) To ensure that the teacher and student time spent on generating pieces for the writing~~
14 ~~portfolio is productive, each public school and district shall provide support for teachers~~
15 ~~across the curriculum and across grade levels to attend professional development focused~~
16 ~~on the types of writing assessed in the portfolio.~~

17 ~~(4) To ensure that a reasonable amount of individual teacher time is spent on scoring~~
18 ~~writing portfolios, each public school and district shall develop procedures for scoring of~~
19 ~~student portfolios that include an adequate number of teacher scorers on the school~~
20 ~~scoring team to limit the number of portfolios scored by any one (1) teacher to thirty (30),~~
21 ~~unless teachers agree to score a larger number of portfolios.~~

1 ~~(5) To ensure that a reasonable amount of time is used in conferencing on writing~~
2 ~~portfolio pieces, teachers and other responders shall limit a conference's focus to one (1)~~
3 ~~or two (2) areas of need, addressing patterns of errors or problems that occur frequently.~~

4 ~~(6) To ensure that a reasonable amount of time is used in word processing final pieces,~~
5 ~~teachers shall allow students to use word processing during the development of writing~~
6 ~~pieces (for example, during revision, or editing) or allow students to submit pieces in~~
7 ~~their own handwriting.~~

8 ~~(7) To ensure that a reasonable amount of time is used in the generation of student~~
9 ~~writing for the writing portfolio, teacher-assigned writing tasks shall relate to the content~~
10 ~~being studied in the class.~~

11 ~~(8) To ensure that a reasonable amount of time is used in the generation of student~~
12 ~~writing for the writing portfolio, teachers shall choose content-area readings that~~
13 ~~represent the kind of writings the students are asked to include in the portfolio, allowing~~
14 ~~the covering of content and the discussion of writing form to occur at the same time.]~~

This is to certify that the chief state school officer has reviewed and recommended this administrative regulation prior to its adoption by the Kentucky Board of Education, as required by KRS 156.070(4).

(Date)

Gene Wilhoit
Commissioner of Education

(Date)

Keith Travis, Chair
Kentucky Board of Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this proposed administrative regulation shall be held on May 30, at 2 p.m. in the State Board Room, 1st Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky. Individuals interested in being heard at this meeting shall notify this agency in writing five working days prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until May 31. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to Kevin M. Noland, Deputy Commissioner and General Counsel, Bureau of Operations and Support Services, Kentucky Department of Education, 500 Mero Street, First Floor, Capital Plaza Tower, Frankfort, Kentucky, 40601, phone 502/564-4474, fax 502/564-9321.